

MINUTES

Meeting of the Hunter College Senate

5 March 2025

1 The 701st meeting of the Hunter College Senate convened at 4:00 PM in HW 714.

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3 **Presiding:** Sarah Chinn, Chair

4
5 **Attendance:** The elected members of the Senate with the exception of those marked absent in Appendix I.

6
7 Alternate Senators were formally seated in accordance with the procedures approved by the Senate for in-
8 person meetings, and they were enabled to vote using iClicker.

9
10 **Chair's**

11 **Remarks:** Chair Chinn said the following:

12
13 “I have a couple of opening remarks about the events of the last week and everything that is happening in
14 the world. I know that Nancy is going to speak about this in more detail, so I do not want to speak too
15 much about what happened and talk more about the Senate Administrative Committee and our approach.
16 As you know, after a posting for a Palestinian Studies cluster hire went up, Governor Hochul asked the
17 Chancellor to take it down, which happened on Wednesday. Then, all hell broke loose. So, one way in
18 which that happened was those from the Senate Administrative Committee decided to write a letter which
19 I hope everyone received in an email. I just want to talk a little bit about our thinking behind writing the
20 letter and a little bit about other responses from the University. I do not want to talk about the logistics of
21 what happened and what is happening now because I know Nancy will talk about that in more detail if
22 people want to know. Our main concern was that one of our main jobs of the Senate, as well as being the
23 arbiter of curriculum at the college, is to safeguard academic freedom. We did talk about Palestinian
24 Studies as a field: it has programs and centers as well as institutes around the country and around the
25 world. It is a legitimate field of academic study. We had two main concerns. One was the violation of
26 academic freedom and that happened on a couple of different registers. The first one is government
27 interference in the curricular and hiring workings of a college or university. A search committee is made
28 up of experts in a field. They are on that search committee because they can judge the quality and expertise
29 of a candidate. This is what we do. The governor of the state is not in that process. They should not
30 interfere in the curricular hiring workings of a university. One thing that was in the letter from the Hunter
31 College PSC that was important is to say that CUNY is a state agency, but we are not like the Department
32 of Environmental Protection. We are not like the Department of Health and Human Services. Our job is
33 not to follow the legislator or the government. Our job is to teach, to research and to serve the college and
34 university. One part of that is that we get freedom and autonomy, according to our expertise, to decide
35 what we teach, how we teach it, and who we hire to teach it, especially when it comes to controversial
36 issues. In fact, the American Association of University Professors who invented the idea of academic
37 freedom in 1915, in their 1970 revision said “controversy is at the heart of free academic inquiry”. I think
38 we can agree with that. I agree with that. So, in terms of faculty, this violation of faculty expertise and
39 autonomy is one issue for the Senate, and that the Admin Committee took really seriously. The other one
40 is in relation to our students. We have an obligation to our students to introduce them to fields that are
41 established and fields that are developing. In addition to which, we are responsible for informing them
42 about academic disciplines, on one hand, and on the other hand, how the knowledge we are giving them
43 adds to their sense of civic responsibility. I think particularly at a public college and university like Hunter
44 and CUNY, where our job is to serve the people of New York, education about connections to local,
45 regional, national, and international politics could not be more important right now. In addition to which,
46 one of our major responsibilities as faculty is to provide our students not just with information, but with
47 the critical skills to examine a variety of perspectives on a controversial topic and come to their own
48 conclusions. Our opinion was that by controlling the language within which a job could be advertised was
49 a way of saying: your students can't handle this, your faculty can't be trusted, and, I have to say, your
50 administration whose idea was to create this cluster hire will not be supported.”

51
52

57 “I just want to say just a couple more things, and then I am going to be done. I cannot judge the Governor
58 because she has constituencies and pressures of which I am not necessarily aware. However, I do think
59 that the lion's share of blame (if we want to blame anyone) for this situation goes to our Chancellor. It is
60 the Chancellor's responsibility to advocate for the University, for the colleges and for the leadership of
61 the colleges, to advocate for us, not just in terms of money, although that definitely helps, not just in terms
62 of funding, but in terms of the basic mission of the City University. It was the opinion of the
63 Administrative Committee of the Senate that our Chancellor did not fulfill that mandate. One thing that
64 we are going to need to talk about, I think, possibly as a Senate, is not only looking backwards to say what
65 happened and what it meant, but to look forwards and to ask: what does this suggest? What are the
66 ramifications of this heavy-handed governmental interference in academic matters, and what might be the
67 sort of ripple effect for whoever is going to be the mayor of New York City a year from now and with
68 whoever is going to be the Governor of New York State a year from now? I think this is something we
69 need to take really seriously. I am not a slippery slope kind of person. I do not usually make those kinds
70 of arguments; you have to deal with what you have got, analyze it and act accordingly. However, this
71 opens a door that it is very difficult to close.
72

73 “I will just say a couple more short things. When people came to me and were like, “I am really worried
74 about what is going in Florida. I am really worried about what is going on in Texas,” I would say to them,
75 “Oh, don't worry. We are protected here in New York. We have laws.” Now I really feel like an idiot. I
76 feel like I had a foolish optimism. I had a foolish faith. That is something that I think as faculty, as
77 administrators, as students, as staff, we really need to think about who is going to walk through that door
78 that has now been opened, and how we are going to be able to greet them on the other side. I want to thank
79 our President and our Provost for supporting the faculty involved in the search committees. I also want to
80 thank, although they are not here, other bodies who came to our support: the Brooklyn Chapter of the
81 PSC, the University Faculty Senate, our union PSC CUNY, the New York Civil Liberties Union, the
82 American Association of University Professors. People took this seriously, as they should have. This was
83 really heartening to me to see that we were not kind of flailing. We were not hung out to dry. This is kind
84 of adjacent, but I have definitely heard from faculty whose emails can be summoned, I guess, under the
85 Freedom of Information Act. Everything we write in our CUNY and Hunter emails can be demanded by
86 government agencies and by private citizens under the Freedom of Information Act. So, I would, in an
87 informal, collegial way, recommend not that you do not say what you want to say or write what you want
88 to write, but be aware of the infrastructure that you are using to communicate. Let's just keep that in mind.
89 Again, I am not a paranoid person, but these are perilous times. Let's say it again, we protect us, and so
90 we need to protect us. We need to work with our administrators who have really been working with us,
91 and we need to keep our lines of communication open, which means we say what we want no matter
92 which side of any issue we stand on, and we teach what we want within our areas of expertise. We are the
93 specialists. We are the experts, and no one can take that away from us.”
94

95 **Report by**
96 **the President:** Chair Chinn invited President Cantor to report. The report is in Appendix II.
97

98
99 **Report by the**
100 **Administrative**
101 **Committee:**

102 a) **Special Senate Election for Vacant At-large Seats**
103 In accordance with Article IV, 2H i & ii of the Charter for a Governance of Hunter College, the
104 Administrative Committee is presenting the names of all nominees received to date:

105
106 Students: Anel Radonic (Political Science, History and Adolescent Education,
107 Certificate in Public Policy)
108 Anaya Huggins (Public Health, Anthropology, Certificate in Business
109 Studies)
110 Solange Arias (Psychology)
111 Catherine Splendore (Educational Psychology)
112 Alexandra Perez (Educational Psychology)

116
117 Faculty: Larry Shore (Film & Media)
118 Omar Hammad (Film & Media)
119 Steven Trasino (Nutrition and Public Health)
120 Wendy Vaughn (Nutrition and Public Health)
121 Sven Dietrich (Computer Science)
122

123 It was moved that the Secretary be instructed to cast a single ballot in favor of the nominees.
124 The motion carried by unanimous consent.
125

126
127 **b) Election of the Search Committees for Vice President for Administration and Vice**
128 **President for Institutional Advancement and Executive Director of the Hunter College**
129 **Foundation Board President**
130

131 **Election of the Search Committee for Vice President for Administration**

132 The election of Chair panel, a panel of 6 faculty members, 4 student members, and 6 staff from
133 the below pool of nominees. From this panel, the President shall choose a search committee
134 consisting of 3 faculty members, 2 students, and 3 staff.
135

136
137 **NOMINEES FOR CHAIR PANEL:**

138 Jessica Alvarez, Interim General Counsel
139

140 It was moved that the Secretary be instructed to cast a single ballot in favor of the nominee for
141 the Chair panel. The motion carried by unanimous consent.
142

143 **NOMINEES FOR MEMBER PANEL:**

144 **FACULTY**

- 145
146 1. Humanities & Arts:
147 Prof. Sara Greenberger Rafferty, Art & Art History
148
149 2. Social Sciences:
150 Prof. Nicholas Bloom, Urban Policy and Planning
151
152 3. Sciences & Mathematics
153 Prof. Sandra Clarkson, Mathematics & Statistics
154
155 4. School of Education:
156 Prof. Edgar E. Troutt, Curriculum & Teaching
157 Prof. Salvador Ruiz, Department of Special Education
158 Prof. Hadeel Elder, Educational Foundations & Counseling
159
160

161 It was moved that the Secretary be instructed to cast a single ballot in favor of the nominees for
162 the faculty panel. The motion carried by unanimous consent.
163

164 **STUDENTS**

165
166 Anel Radonicic, Political Science, History and Adolescent Education, Certificate in Public
167 Policy
168 Ariadna Pavlidis-Sanchez, Public Health
169 Tasnim Haque, Undeclared
170

171 It was moved that the Secretary be instructed to cast a single ballot in favor of the nominees for
172 the student slate. The motion carried by unanimous consent.

176
177 **STAFF**

178
179 Chris Braun, Associate Provost & Assistant Vice President, Research
180 Erin Bach, Administrative Officer
181 Alana Gaymon, Administrative Officer
182 Stephen Sukhra, Director of User Services & Capital Projects
183 Suman Taneja, Deputy Chief Information Officer
184 Thomas Zwicke, Administrative Superintendent, Level 3
185 Loleta Nicholson, Associate Director of Events & Reservations
186 Zobeida Gomez, Director of Operations

187
188 Tellers were appointed, and written ballots were distributed for the election of six staff members
189 for the Member Panel. The count will be available at the next meeting after paper ballots are
190 received from Brookdale and Silberman campuses.

191
192
193 **Election of the Search Committee for Vice President for Institutional Advancement and**
194 **Executive Director of the Hunter College Foundation Board President**

195 The election of Chair panel, a panel of 8 faculty members, 6 student members, 6 staff, and 4
196 representatives from the donor organizations from the below pool of nominees. From this panel,
197 the President shall choose a search committee consisting of 4 faculty members, 3 students, 3
198 staff, and 2 representatives from the donor organizations.

199
200
201 **NOMINEES FOR CHAIR PANEL:**

202 Dean Ann Marie Mauro, School of Nursing

203
204 It was moved that the Secretary be instructed to cast a single ballot in favor of the nominee for
205 the Chair panel. The motion carried by unanimous consent.

206
207 **NOMINEES FOR MEMBER PANEL:**

208
209 **FACULTY**

- 210 1. Humanities & Arts:
211 Prof. Harper Montgomery, Art & Art History
212 Prof. Lisa Marie Anderson, German
213
214 2. Social Sciences:
215 Prof. Jessica Hardie, Sociology
216
217 3. Sciences & Mathematics
218 Prof. Jill Bargonetti, Biology
219
220 4. School of Education:
221 Prof. Gina Riley, Special Education
222 Prof. Edgar E. Troudt, Curriculum & Teaching
223 Prof. Sarah Bonner, Educational Foundations and Counseling Programs
224
225 5. School of Nursing and Health Professions
226 Prof. Michelle MacRoy-Higgins, Speech Language Pathology and Audiology
227
228 6. School of Social Work/Library
229 Prof. Rufina Lee, School of Social Work
230
231
232

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Tellers were appointed, and written ballots were distributed for the election of 8 faculty members for the Member Panel. The count will be available at the next meeting after paper ballots are received from Brookdale and Silberman campuses.

STUDENTS

Anel Radonicic, Political Science, History & Adolescent Education, Certificate in Public Policy
 Aminata Traore, Biological Sciences
 Melanie Marin, Psychology

Chair Chinn noted that the student slate is partial. More student nominations may be presented at the next Senate meeting.

It was moved that the Secretary be instructed to cast a single ballot in favor of the nominees for the partial student slate. The motion was approved by unanimous consent.

STAFF

Cathleen Collins, Acting Assistant Dean, School of Education
 Jessy Knoble-Gray, Institutional Advancement
 Eve Levy, Senior Director of Development
 Meghan Getting-Straesser, Senior Director, Institutional Advancement
 Stephanie Bustamante, Office of Institutional Advancement I Hunter College Foundation

Chair Chinn noted that the staff slate is partial. More staff nominations may be presented at the next Senate meeting.

It was moved that the Secretary be instructed to cast a single ballot in favor of the nominees for the partial staff slate. The motion was approved by unanimous consent.

DONOR ORGANIZATION

Helene Goldfarb, Alumni Association
 Emily Altman, Frederick Loewe Foundation
 Ian Calderon, Hartman Foundation
 Anshu Prasad, Hunter College Campus Schools Alumni Association

It was moved that the Secretary be instructed to cast a single ballot in favor of the nominees for the donor organization slate. The motion was approved by unanimous consent.

Committee Report:

Undergraduate Academic Requirements Committee

Chair Chinn invited Professor Kirsten Grant, Chair of the Undergraduate Academic Requirements Committee to present the revised **Resolution to Amend the Undergraduate Charge Deletion Policy at Hunter College to Provide a Deadline for Appeals**. Questions and discussion followed.

**RESOLUTION TO
 AMEND THE UNDERGRADUATE CHARGE DELETION POLICY AT HUNTER COLLEGE
 TO PROVIDE A DEADLINE FOR APPEALS**

WHEREAS, the Hunter College Undergraduate Charge Deletion policy provides for an appeal process whereby a student may request to be released from monetary responsibility from charges associated with registering for course(s); and

WHEREAS, the existing policy provides no deadline for such appeals; and

WHEREAS, Hunter College has seen an increase in students filing charge deletion requests after many years of absence from Hunter College;

296
297 NOW, THEREFORE, BE IT

298
299 RESOLVED that as of the Fall 2025 semester the Hunter College Undergraduate Charge Deletion policy
300 be revised as follows:

301
302 “A Charge Deletion is an appeal process whereby a student is requesting to be released from monetary
303 responsibility from charges associated with registering for course(s). Students who register for courses
304 agree to be responsible for the charges associated with the decision to take courses at Hunter College.
305 However, for several reasons, students may need to drop the course(s). Students can do this prior to the
306 start of the semester to avoid incurring charges. If they do not, there is an appeals process.

307 The Charge Deletion request must be filed as follows: if the course is dropped in the Winter or Spring
308 terms, the request must be filed by 11:59 PM Eastern Standard Time, on the 35th calendar day of the
309 subsequent Spring term; if the course is dropped in the Summer or Fall terms, the request must be filed
310 by 11:59 PM Eastern Standard Time, on the 35th calendar day of the subsequent Fall term.

311 An approved Charge Deletion appeal will result in the removal of both course and charges. Charge
312 Deletion Appeals cannot be submitted once a student has graduated and their academic records have been
313 sealed.”

314
315 EXPLANATION:

316 Hunter College has seen an increase in students filing Charge Deletion requests after many years of
317 absence from Hunter College. Hunter College is revising its Charge Deletion policy in order to provide
318 clarity and to facilitate timely documentation and resolution.

319
320 FROM:

321 “A Charge Deletion is an appeal process where a student is requesting to be released from monetary
322 responsibility from charges associated with registering for course(s). As we know, students who register
323 for courses agree to be responsible for the charges associated with the decision to take courses at the
324 college. However, for several reasons, they have the need to drop the course(s). It is the college’s hope
325 that the student can do this prior to the start of the semester to avoid incurring charges, unfortunately, this
326 does not happen for many. The appeal process is meant for this situation.

327 An approved Charge Deletion appeal will result in the removal of both course and charges.”

328
329 TO:

330 “A Charge Deletion is an appeal process whereby a student is requesting to be released from monetary
331 responsibility from charges associated with registering for course(s). Students who register for courses
332 agree to be responsible for the charges associated with the decision to take courses at Hunter College.
333 However, for several reasons, students may need to drop the course(s). Students can do this prior to the
334 start of the semester to avoid incurring charges. If they do not, there is an appeals process.

335
336 The Charge Deletion request must be filed as follows: if the course is dropped in the Winter or Spring
337 terms, the request must be filed by 11:59 PM Eastern ~~Standard~~ Time, on the thirty-fifth (35th) calendar
338 day (including holidays) of the subsequent Spring term; if the course is dropped in the Summer or Fall
339 terms, the request must be filed by 11:59 PM Eastern ~~Standard~~ Time, on the thirty-fifth (35th) calendar
340 day (including holidays) of the subsequent Fall term.

341
342 An approved Charge Deletion appeal will result in the removal of both course and charges. Charge
343 Deletion Appeals cannot be submitted once a student has graduated and their academic records have been
344 sealed.”

345
346
347 There was a motion to adopt the Resolution with the stipulation to remove “Standard” in the “Eastern
348 Standard Time” phase. It was seconded.

349 The Resolution was approved by unanimous consent.

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351
352

353 **Minutes**
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355 **5 March 2025**

356
357 **Writing**
358 **Intensive**

359 **Task Force** Chair Chin invited Professor Collin Craig, Assistant Dean, to present a report on the Task Force's work.
360 The report is in Appendix III.

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366 The meeting was adjourned at 5:20 PM.

Respectfully submitted,

367
368
369
370
371 Sarah Jeninsky
372 Secretary

APPENDIX I

The following attendance was noted from the meeting

(A) =Alternate, A=Attended, X=Absent, E=Excused

Faculty					
AFPRL	Anthony Browne	A	Mathematics & Statistics	Sandra Clarkson	A
	Milagros Denis-Rosario	(A) A			0
	Lázaro Lima	(A) A		Robert Thompson	(A) X
Anthropology	Jackie Brown	A		Barry Cherkas	(A) X
	Stephanie Levy	(A) X	Medical Laboratory Sciences	Chad Euler	X
	Milena Shattuck	(A) A		Steven Einheber	(A) X
Art & Art History	Howard Singerman	A		Muktar Mahajan	(A) X
	Dave McKenzie	A	Music	Michele Cabrini	X
	Emily Braun	(A) X		L. Poundie Burstain	(A) X
		(A)		Steven Spencer	(A) X
Biological Sciences	Ben Ortiz	A	School of Nursing	William Samuels	X
	Jesus Angulo	A			0
	Paul Feinstein	(A) X		Tara Heagele	X
	Carmen Melendez	(A) X		Deidre O'Flaherty	(A) X
Chemistry	Gabriela Smeureanu	A	Philosophy	Omar Dahbour	X
	Nancy Greenbaum	(A) X		Daniel Harris	(A) X
	Brian Zeglis	(A) X		Kyle Ferguson	(A) X
	Nadya Kobko-Litskevitch	X	Physical Therapy	Steve Kofsky	A
Classical & Oriental Studies	Frederick Rogals	A		Chad Woodard	(A) X
	Doron Friedman	(A) A			(A)
	Alex Elinson	(A) A	Physics & Astronomy	Ying-Chih Chen	X
Computer Science	Sven Dietrich	A		Yuhang Ren	(A) X
	Raj Korpan	(A) X			(A)
	Saptarshi Debroy	X	Political Science	Lina Newton	A
	Justin Tojeira	(A) A		Robert Jenkins	(A) X
Curriculum & Teaching	Edgar Troutd	A		Michael Lee	(A) X
	Stephen Demeo	A	Psychology	Darlene DeFour	A
	Maverick Zhang	(A) X		Nesha Burghardt	X
	Tim Farnsworth	X		Glenn E Schafe	(A) X
Dance	Darvejan Jones	X		Peter Serrano	(A) X
		0 (A)	Romance Languages	Noran Mohamed	A
		0 (A)		Monica Calabritto	(A) X
Economics	Tim Goodspeed	X		Julie Van Peteghem	(A) X
	Michelle Liu	A	School of Social Work	Samuel Aymer	A
	Kenneth McLaughlin	(A) A		Daniel Gardner	A
	Avi Liveson	(A) X		Seon Mi Kim	(A) X
Educational Foundations & Counseling Programs				Yi Wang	(A) X
	Sarah Bonner	(A) A	Sociology	Mark Halling	A
	John Keegan	(A) A		Mike Benediktsson	(A) X
	Veronica Muller	X		Heba Gowayed	(A) X
English	Sarah Chinn	A	Special Education	Salvador Ruiz	X
	Janet Neary	A		Melissa Jackson	(A) X
	Mark Miller	A		Kristen Hodnett	(A) A
	Katie Winkelstein-Duvenec	(A) X	SLPA	Nancy Eng	X
Film & Media Studies	Larry Shore	A		Michelle MacRoy-Higgins	(A) X
				Stanley Chen	(A) X
	Omar Hammad	(A) A	Theatre	Claudia Orenstein	A
	Kelly Anderson	(A) X		Phillip Brown	X
Geography & Environmental Sci	William Solecki	X			0 (A)
		(A)	Urban Policy and Planning	Victoria Johnson	A
	Sun Shipeng	(A) X		Lily Baum Pollans	(A) X
German	Christina Mekonen	A			(A)
	Elke Nicolai	(A) X	Nutrition and Public Health*	Steven Trasino	A
	Aine Zimmerman	(A) A		Khursheed Navder	(A) A
History	D'Weston Haywood	X		Wendy Vaughan	(A) A
	Aaron Welt	(A) A	Women & Gender Studies	Christopher Mitchell	A
	Mary Roldan	X		Priscilla Yamin	(A) A
Library	Iris Finkel	A		Rupal Oza	(A) X
	Ajatshatru Pathak	X			
	Dorian Onifer	(A) A			
		(A)			

Students

Daniel Cronin	A
Ariadna Pavlidis-Sanchez	A
Lorraine Santana	X
Nishat Raihana	A
Viet Thanh Phan	A
Izadora Lima Soares Prereira	X
Priscilla Jimenez	E
Anel Radoncic	X
Anaya Huggins	X
Solange Arias	X
Alexandra Perez	E
Catherine Splendore	A

At-Large, Lecturers and Part-Time Faculty

Student Services	Burhan Siddiqui	A
	Luis Roldan	(A) X
Library	Jocelyn Berger-Barera	E
English		0
Psychology	Stefan Schlussman	A
Social Work	James Mandiberg	X
Medical Lab Science	Hongxing Li	X
Religion	Wendy Raver	A
Geography	Ines Miyares	A
Classical and Oriental Studies	Christopher Stone	A
Special Education	Gina Riley	A
Registrar	Jennifer Dennington	A
THHP	Sarah Jeninsky	A
Art & Art History	Peter Dudek	X

Ex-Officio

President, USG	Bushir Juwara	X
President, GSA	Charles Richards	A
President Alumni Association	Elizabeth Wilson-Anstey	X
President, HEO Forum	Denise Lucena-Jerez	A
President, CLT Council	Amy Jeu	A

ADMINISTRATION

Senators:		
HEO/CLA Representative	Francisco Sandoval	A
Vice President for Student Affairs	Ejja Ayravainen	A
Provost	Manoj Pardasani	A
Interim Dean, School of Arts & Sciences	Erica Chito Childs	A
Dean of Education	Julie Gorlewski	A
Alternate Senators (3):		
Dean of Social Work	Mary Cavanaugh	A
Assistant Vice President for Student Aff.	Joseph Fantozzi	A
Dean of Nursing	Ann Marie Mauro	A

APPENDIX II

“Thank you very much, Sarah, and thanks to the Senate for all that you have done in your letter and elsewhere. It means a lot to all of us.

“Let me start off with a few comments on the Palestinian Studies searches. I think the most important thing for you to know is that Manoj and I are working very closely with the CUNY leaders to push this forward, and that Manoj and Erica have been working very closely with faculty members across humanities, arts, and social sciences on the process going forward for advertising and filling those two positions. That is what is really important here. Indeed, Palestinian Studies is, as we all know, an extraordinarily important scholarly field. It is represented in institutions, as Sarah said, across higher education, and we all believe that it is important that we enhance our teaching in this area from an interdisciplinary perspective with the same critical lens that we use in all our teaching and scholarship. This is precisely the kind of moment when we need scholars with breadth and depth of understanding and empathy to help us cut through the hurt and anger that is felt on all sides and find language that will help us all focus on our common humanity. That is what we wanted to do with this and what we will do with this going forward. So, it is exactly what we are trying to do right now so that we can expand opportunities for open inquiry in our classrooms, cutting edge scholarship and respectful dialogue. And, that is what we are so excited about, and we will make it work. We are certainly open to more discussion on that, but I know we have lots to do today.

“I do want to talk about the broader federal scene which is what I was going to do before all this happened. As you all know, there has been a slew of executive orders. There have been stop orders on some grants: four of our grants so far. There has been a Dear Colleague Letter, which was truly astonishing in many ways, and some many agency directives. I know that Manoj and I have both said this several times in the last several weeks in letters to our Hunter community, but I really want to say it again: we want to affirm that what is often referred to as DEIA programs and projects and commitments are in actuality at the core of our Hunter CUNY mission. They are at the core of our legacy, our history, and our community. These are who we are, and they are integral to the excellence of our teaching and scholarship and public engagement. This is not something put on the side of what we do. This is who we are and who we have always been. Some other presidents and I at CUNY went back and looked at the New York State Senate legislation when they created the senior colleges of CUNY. I won't quote at length from boring legislation, but I do want to quote a little bit. Here is a quote: “The University must remain responsive to the needs of its urban setting and expand its commitment to academic excellence, and to the provision of equal access and opportunity for students, faculty, and staff from all ethnic and racial groups, and from both sexes.” That is a quote. “The City University is of vital importance as a vehicle for the upward mobility of the disadvantaged in the City of New York,” and they go on. Their language might be disputable. All language, apparently is these days, but the point is when they created the senior colleges of CUNY separate from SUNY and community colleges as one system was really to do what is now being labeled as DEIA. That is at our core. So, we have been thinking a lot and reading a lot and talking to a lot of people. I just want to make sure that we are all on the same page that we are not changing who we are. That is who we are. We are not changing who we are. We can protect ourselves in ways, but we are not changing who we are.

“I was very encouraged, and I am glad to share this with anybody who wants to read a 20-page legal memo, but I was very encouraged by a memo from a group of law professors across the country who went item by item through the executive orders and the Dear Colleague Letter and disputed the legality of so many of the assertions in them. Let me just say a few things from their memo. First, the January 21st executive order, which was the one that really went after DEIA, expressly recognizes the right of federally funded institutions to engage in their own 1st amendment protected speech and does not apply to academic programs or classroom teaching. So, that is at the base: academic programs and classroom teaching are protected under the 1st amendment civil rights laws. They go on to say that among other consequences, this means that the January 21st executive order does not prohibit universities from using their own voice to proudly proclaim their commitment to egalitarian values like diversity, equity, and inclusion. So, let's proudly use our voice. Second, common DEIA initiatives are lawful under prevailing federal civil rights laws and Supreme Court precedent. This would include, for example, I am quoting from them, “University programming or events that focus on a particular group including based on race, ethnicity, gender or sexual orientation or particular forms of societal bias or discrimination; affinity groups or themed residence halls that are open to all students but foreground a particular group or identity; investing in academic departments and curriculum that directly foreground the experience of a particular racial or ethnic group or other distinct community; the use of all gender restrooms that are available to all members of the campus community regardless of a person's gender identity; recruitment and retention programs or policies that focus on the experience and barriers most often faced by students from specific groups, but are available to all.” That is the key phrase: available to all, but there is nothing that should stop us from doing the work that we do focused on expanding our understanding history, our understanding present obstacles, our support for opportunity and access and critical analysis. They go on to say, “We urge university leaders to respond confidently with both law and moral principle on your side, and not to sacrifice essential and legally defensible DEIA initiatives that help universities fulfill their most basic mission to pursue truth and knowledge for the common good.” I know this sounds a little hyperbolic, but we need to do that. We need to be that way now. This is exactly how we are responding at Hunter. We are not preemptively stopping our DEIA programming at Hunter. We are not. We will keep you apprised, of

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course, of all developments. We will have conversations, but we are not stopping. I just hope that everybody understands that, gets with us on that and moves forwards.

“I always ask Deans and others to give me good news. When I wrote my email asking to give me good news, so many of the responses are directly exemplified how DEIA, whatever you want to call it, is at the core of what we do and who we are. So, for example, Vicki Lens from Social Work and Gina Riley from Special Education just received news of a \$25,000 award from Interfaith America and the American Association of State Colleges and Universities to put together a faculty team to develop a pluralism and diversity strategic plan for Hunter College. So, that man out there in DC can say whatever he is going to say. Here, we are doing this. Congratulations! Here is some other news. Again, every time I looked at what the Deans were writing me, it was all about who we are and what we have been doing. So, for example, in Social Work, Professor Jama Shelton of Silverman School of Social Work, has been inducted into the prestigious 2025 class of fellows of the Society for Social Work and Research. SSWR fellows, as Manoj knows, “serve as role models to advance, disseminate and translate research that addresses issues of social work, practice, and policy, and promotes a diverse, just, and equitable society.” That is what social work is about. In fact, Silverman also received a grant of \$200,000 to diversify the pipeline of students into academic programs on child welfare services. So, there are still people out there who understand that the future of our city, our state and country in our world depend on the assets and talents that are diverse. In Education, our colleagues are doing this amazing Collaborative for Social, Emotional Learning and Leading (C-SELL) whose mission is to help school systems create agents of change at every level of the system from leaders to students who work together to co-create and transform school cultures into places of belonging where positive school-wide outcomes intersect with individual well-being, collective well-being, justice and equity. I couldn't say it better. Moreover, School of Ed just got a \$15,000 grant from CUNY to make sure that its articulation agreement with BMCC works to support transfer students. I should say, putting a little pin on that as Eija and Manoj know, one of the things we really want to do here is to create a transfer student success center and really think about our transfer students. As Erica knows, as part of that, we are thinking about justice impacted transfer students and how we really create something within that. Joe and others will be working on that. Nursing: so, it won't surprise you that our Hunter Bellevue School of Nursing is right at the core of health equity. Again, health equity is at the core of thinking about who has access and who does not. The Evelyn Lauder Community Care Nurse Practitioner program is really incredible in that respect. It is going to just take off. It equips nurses to provide essential community-based care precisely in neighborhoods where it is needed most helping to close the gap in access and outcomes that continue to plague our city. That sure sounds like that original state legislation, isn't it? I should also say and remind you, I said last time, that we are having our first reunion weekend in a long time. In that reunion weekend, three School of Nursing alumni, including two current faculty members, will be inducted into Hunter College Alumni Association. Judith Aponte works with diabetes experts in community public health nursing. Aliza Ben-Zacharia is an expert on caring for patients with neurological disease. Eileen O'Connor is an award-winning nurse leader in the field of dignified elder care, dementia care, and education. These are the people who are leading and succeeding in changing the landscape of opportunity and access and care and well-being, and they are coming from Hunter. Arts and Sciences, we have two amazing sociologists, Heba Gowayed and Margaret Chin, who both do amazing publicly engaged scholarship on migration and immigration stories. It could not be more timely than now. They just won the 2025 Eastern Sociological Public Sociology Award for sustained public work that “improves public welfare and helps resist policies by institutions or government that can cause harm, and instead promote policies that help people.” These are our people. In Romance Languages, Tania Varela, Professor of Spanish and Director of the Translation and Interpretation program, has partnered with our Center for Puerto Rican Studies: CENTRO to create a whole translation internship program. So, students are doing translations and terminology internships at the Red Cross, film festivals, in the courts and hospitals. That is an incredible asset. Here, you are bringing home languages to the table to make connections so that people in the community are connected to what they need the resources that they need. Speaking of resources and health, our School of Health Professions, Ruth Finkelstein and her colleagues at the Brookdale Center on Healthy Aging are doing incredible work on ageism, LGBTQ aging, challenges and opportunities for immigrants, those returning from incarceration, people living with HIV. That is from their descriptions. They are so important as experts in this field. Most recently Dr. Mark Brennan-Ing was appointed to the Gerontological Society of America's Committee on Ageism in Health Care aiming to make recommendations to improve the quality and experience of health care for older adults. Incredibly important connection and contribution. And, the fact that Brookdale is subject to one of the stop-orders should make us even more proud of the work that that Center is doing, even more important that we stand up for and talk about their contributions. Also, in the School of Health Professions, they sent me a wonderful list of guest speakers in Nutrition 703. I just love some of these. So, here's one: the importance of diversity, equity, and inclusion as one considers career pathways and clinical nutrition and specialty certifications. These are partners from New York Presbyterian and Weill Cornell coming and really engaging with our students in their future professions. Gender care, variant care, another one in that series. So, really amazing work that is happening all across Hunter.

“I do want to tell you that the Library is enhancing its collection of books related to ethnic studies and written by Black-, Asian, Hispanic, and LGBTQ+ authors with a \$27,000 grant coordinated collection development grant from the State of New York. In the Library,

faculty are collaborating with colleagues on a spring exhibition, which we are all looking forward to, related to Asian-American student activism at Hunter and the development of the Asian-American Studies major.

“So, things are happening all across Hunter. I hope you forgive me for going on about it, but I just think, in this day and age, in this moment, it is really important to remind ourselves 1) This is not some surplus nice thing we do on the side; this is who we are, and 2) It is incredibly interrelated to our excellence. I tell you about all these awards because the world knows that this is excellence, and that is who we are, and that is what we have to keep doing.”

APPENDIX III

PROPOSED CHANGES: Writing and Communications Statement

Writing and Communications Focused (WC) courses focus a significant portion of the learning experience on developing and practicing introductory level and disciplinary writing and/or communication skills. Some WC courses may skew more toward written communication; others more toward multimodal communication such as, though not limited to, the creation of slide presentations, video, or audio, as well as the public presentation of research using these modes.

Writing and Communications Focused (WC) courses should meet the following requirements. Departments may have additional requirements for their W courses.

1. English 12000 must be a prerequisite for all WC courses.
2. Writing and Communications Focused (WC) courses must be offered at least every other semester.
3. Course grades for WC courses should be determined primarily by written work but may include other modes of communication (visual, audio, oral, etc.) specific to the discipline. However, exams, including in-class essay exams, should not comprise a majority of the student's grade.
4. All WC courses should include: substantial in-class instruction on the forms and conventions of writing and other relevant modes of communication specific to the discipline; a variety of writing assignments or communications projects that feature a substantial writing component; scaffolded writing and/or communication assignments that focus on the process of discipline-based writing and communications and provide students with an opportunity for revision and faculty feedback.
5. While WC courses should aim for a minimum of 10-15 pages of student writing other than exams, there is no minimum page requirement. However, all WC courses should require at least one substantial piece of writing, and provide students with opportunities for faculty feedback and revision.
6. Experimental courses and 400-level courses cannot be proposed for WC designation.